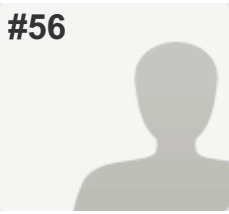


#56

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 23, 2016 3:52:39 PM**Last Modified:** Friday, June 24, 2016 10:48:35 AM**Time Spent:** 18:55:55**IP Address:** 207.28.147.2

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Q1: Name of School District:	New London Community School District
Q2: Name of Superintendent	Steve McAllister
Q3: Person Completing this Report	Allison Lair

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Q4: 1a. Local TLC Goal

Develop and retain effective teachers through the use of our PLCs, instructional coaches, teacher mentors, model teachers, and curriculum director.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our district carefully trained and provided support for each of our teacher leaders. Our district hired 1 curriculum director, 2 instructional coaches, 8 PLC Leaders, 5 Model Teachers, 1 Lead Mentor, and 4 Mentors. Of that staff, 95% will be retained in teacher leadership positions. One of our PLC leaders decided against reapplying due to concerns about implementing the new science curriculum and the amount of time it would take. This person is continuing in the school district. 100% of our PLC staff were involved in some form of appropriate training.

100% of both teacher leaders and teachers collaborated weekly in the PLC format. During this time, we discussed common formative assessments on a weekly basis.

Q7: 2a. Local TLC Goal

This was left blank on our spreadsheet.

Q8: 2b. To what extent has this goal been met?

Respondent skipped this question

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

While this was left blank, 100% of our teachers collaborated in PLCs weekly. This is an ongoing process for the last three years in our district, which was why it was not a new element in our TLC grant.

Q10: 3a. Local TLC Goal

Support district teacher leaders through professional development opportunities, leadership responsibilities, and the requisite compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The TLC grant required us to have 25% of our district in teacher leadership positions. In New London, we have 36% of our teachers who were involved last year or will be involved in this process in year 2 of implementation.

Q13: 4a. Local TLC Goal

Promote student achievement.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have recently been told that our SINA status will be frozen from last year, so that data is not available.

Our ACT data from the 2015-16 school year is not yet available.

Iowa Assessment Data (Reading)

Grade 3: 86.49% Proficient

Grade 4: 81.48% Proficient (-2.39)

Grade 5: 69.39% Proficient (-10.2)

Grade 6: 76.19% Proficient (-6.74)

Grade 7: 82.35% Proficient (-.98)

Grade 8: 72.73% Proficient (-1.75%)

Grade 11: 88.24% Proficient (-5.66%)

Iowa Assessment Data (Math)

Grade 3: 86.49% Proficient

Grade 4: 88.89% Proficient (+1.79%)

Grade 5: 85.71% Proficient (0)

Grade 6: 76.19% Proficient (-11.61)

Grade 7: 97.06% Proficient (+24.84)

Grade 8: 68.18% Proficient (-9.8)

Grade 11: 79.41% Proficient (-2.76)

Iowa Assessment Data (Science)

Grade 3: 86.49% Proficient

Grade 4: 85.19% Proficient (+11)

Grade 5: 86.49% Proficient (+.78)

Grade 6: 69.05% Proficient (-20.95)

Grade 7: 85.29% Proficient (+1.96)

Grade 8: 84.44% Proficient (+1.46)

Grade 11: 85.29% Proficient (-5.61)

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

We will strengthen instruction by providing instructional coaches, PLC leaders, and model teacher's to 100% of our staff. They will improve nstruction through the data analysis/Iowa Professional Development model approach. We will study our common assessments (based on Iowa Core I can statements), decide which instructional strategies we need to improve, have our effective leaders model these strategies, provide interventions, assess and evaluate again, and continue to ensure that each of our students have the skills required by the Iowa Core.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The TLC leaders were available to 100% of our staff members. In our high school, our instructional coach observed and had coaching conversations with 100% of our staff members. Our elementary school coach provided professional development and PLC support to 100% of our elementary staff.

Our PLC leaders led learning community meetings which looked at data during nearly 100% of professional development sessions.

Our curriculum director worked to support both the instructional coaches and PLC leaders through the Iowa Core Curriculum and PLC conversations.

Our model teachers were probably our least successful positions in terms of getting other teachers into their classrooms. Our plan to improve that for next year includes making model teachers a part of a teacher walk-through process.

Q19: 6a. Local TLC Goal

We have currently trained eleven teachers to be PLC leaders in our district. By 2015, we will have trained 17 in the PLC leader training so that everyone has the opportunity for leadership.

Q20: 6b. To what extent has this goal been met?

(no label)

Not At All

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The remaining teachers we need to have trained in order to get us up to seventeen will be trained at a PLC at Work conference held by Solution Tree in Des Moines in October of 2016. We held off getting any other staff members trained because of this local opportunity. This goal will be achieved at that time.

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

While we are at core strength (80%) in nearly every area, we are disappointed by what we see as some implementation dips of our PLC's. We believe one key piece that we are missing is for PLC's to address rigor in our expectation of what is proficient and what is advanced in teacher's own classrooms.

Our teacher leaders will need to study this issue and come up with a solution for growth.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The biggest change that the TLC grant has brought about in our district is the role of the instructional coach. Our coaches have worked hard to impact change not only with teachers who are known to struggle, but with all of our staff. They have perhaps most highly impacted teachers who have between 5-10 years of experience. We are excited to see how this position evolves over time.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.